the thatch is old and the pine siding obviously has replaced the diagonal wattle, but in other essentials it is a simple peasant hut built in rural Okinawa for generations. 342

(1) The upright supporting poles for the frame of the rectangular house are set on flat stones. In Hinatogawa, where they are quarried, they are especially cut for this purpose. The uprights are set about six feet long, and 3 1/2 inches in diameter. The poles are set so that there are four on the sides, six in front and rear, the end poles serving a dual purpose. (Fig. 1) 347 335

(2) On the front and back, cross poles, or tie beams to support the roof are nailed on to the cut end of the upright. The poles on the sides are fastened by making a simple groove the diameter of the pole. (Fig. 2)

(3) With the frame completed, the box like structure is ready for the ridge pole and its supports. These uprights are longer, perhaps 9 or 10 feet, and provide the slant of the simple gabled roof. They are also set on stones, but inside the area inclosed by the upright supporting poles. The ridgepole is now nailed to the ends of the center posts.

(4) The problem now is to provide a frame on the slanting roof for rods of miscanthus which in turn support the thatch. For this purpose, smaller poles, like rafters, run from the peak of the roof to project over the eaves. (Fig. 3)

(5) These rafter poles, set about one foot apart, jut out over the eaves on the front and back of the house about 1 1/2 feet. The ends of these small rafter poles are joined together with a longer horizontal pole. This horizontal pole is nailed on top of the ends. (Fig. 4) These poles may not be long enough for a whole side. They are rough, often crooked. If they are not long enough, the ends of two poles may be lashed together with rope.

(6) These rafter poles are not fitted or grooved into the ridge pole. Neither are the ends mitred. Instead the poles' ends alternate with one another. (Fig. 5)

(7) Horizontal poles are then laid across the rafter poles and nailed down. These brace the structure and divide the roof into a series of rectangles.

(8) The frame of the house is now completed and it is ready for the roofing and the siding. To help in nailing the rafter poles, women prepare a braid of rice straw or miscanthus and nails are inserted into the loops of the braids. The braid is handed up to the workman who puts it between his teeth, providing a continuing source of nails, as he tacks down the poles of the roof. Old men and old women prepare the nail braid. [283] [887]

Rice may also be polished by the use of rude wooden mallets. These have a handle about 3 feet long and a head about 1 1/2 feet long. Rice is placed in a mortar with straw on top. It is pounded, often by two or three women swinging alternately. After the hulls are removed, the rice is winnowed, and put back in the mortar until a rough polish is secured. 252 [412]

Uses of rice. Every part of the rice plant has a use. The stubble, left in the ground, becomes a part of next season's fertiliser. The chaff and waste dust (nuka) is saved for pigs, cows, and other domestic animals. The hulls often are used for fertiliser, before or after burning. Rice straw has a variety of uses. The most frequent and important of these is for making rope. 824

After threshing, the straw is dried two or three days. Three or four stalks of about the same length are taken and rolled between the palms. The lower palm, usually the left, is open and up. The right palm rolls the straw into a twist. As the rope grows, new stalks are inserted one at a time, and, when needed, a new length of straw is added. This is not a strong rope, but it has a variety of uses, such as tying down the grass thatch to the roof poles, children's swings, and clothes lines. Mats and pads shaped like a life saver and used to set the sugar pots on after the sugar has been boiled, are made out of rice straw. Another use is in the making of the ōda (Okinawan). This is a mesh about one foot wide and two feet long. There are loops on each corner. The end of a pole may be inserted in these loops when gathered together. The pole is carried over the shoulder, and sweet potatoes, straw, or other articles may be easily transported. Simple brooms without a handle, little more than a bunch of straw tied together in three places are also made of rice straw. Twisting and braiding rice straw is likely to be rainy day work. These articles are most often made twice in the year, corresponding with the harvests. [283] [285] [482] [417]

At typhoon times, if rice is not completely destroyed, the damaged rice may be used for pig food. The preparation of this rice is women's work. The rice is put in a mortar and pounded with a mallet in the manner already described, although a single operator usually does the work. [731] [231] [462]

Types and preferences. As a general rule, the selection of varieties of rice for planting depends on taste, the nature of the soils, and individual judgment of the expected yield of each type. In Matsuda, it is estimated that about one half of the rice is the Formosan variety, Taichu 65 (Taichu rokujugo), in Okinawa known as horai. Another variety, Kunigami Ni (Kunigami ichigo) represents about one-fourth of the crop. Mochigome (akaho) takes up about another one-fourth. This glutinous rice has a brown reddish rust colored kernel and is used for rice cakes. A fourth variety, horai-mochimai, is also well liked. No black rice is grown here. 243 [262]

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Few articles for wear or general household use are made in the home. In Hanashiro and Matsuda, different kinds of ropes are made from the palm or from rice straw. The fibre of the palm is pulled apart and carded with the hands. Lengths of the fibre are twisted by rolling between the palms of the hand. These ropes are very strong, but the palm fibre is now scarce.

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Weaker articles made of rice straw are far more common. The chief ones are ropes (waratsuna), mats (mushiro), a rope mesh (Ōda in Okinawan) carried on the ends of poles, twine, and swings (buranko) for children. Braided rice twine is used to tie the dwarf bamboo down to the roof before putting on the tile on top. In Hinatogawa, very few articles of home manufacture are made. Some mats, a very few slippers, and fishing lures are the chief articles.

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The people of Matsuda have better plant fibres and more mat making is found here. Two families specialize in making mats, one using a foot operated loom from Japan, the other a very simple hand loom. Mats are made from two plants which are indigenous: the i rush and the pandanus. Two kinds are used, a three corned (sankaku) and the round (maru), the latter considered superior. In Matsuda, there are four types of mats distinguished by the materials employed: (1) the pandanus mat, (2) the pandanus as the warp, the i rush as the weft, (3) cotton string as the warp, the i as the weft, and (4) an all i rush mat. The best quality is the all rush mat. It is a strong, closely woven and attractive mat. Weaving is done by men in their spare time, or as a full time occupation by those physically unable to do hard work. Occasionally women weave, but it is uncommon. The market is mainly local.

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In the simple upright hand loom, the warp beam is attached to the top board of the loom. The warp is stretched taut and fastened to the bottom board of the loom (corresponding with the cloth beam). The cotton strings, which make up the warp, are alternately set forward and backward, and when the weft is pushed in it goes over one string and under another to make the weave. The weft once in place is pushed down to the bottom by a movable board, with holes which guide it up and down the warp, to make the weave. In lieu of a shuttle, the rush strips used as a weft are guided through the cotton strings of the warp with a piece of bamboo about 4 feet long notched in the end like a bottle cap opener. One end of the rush is put in the notch and the stick is pushed alternately through the threads of the warp. The ends of the weft are tied to the warp to make a fringe and secure the mat against ripping. The rush is wet with a brush before using. It takes about 12 hours to make a 3 x 6 feet mat on this type of loom.

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Men in Matsuda also make rough baskets, mainly for carrying vegetables and the stationary barriers (hinpun), made of the dwarf bamboo. These are woven diagonally when the plant is green and moist.

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In the villages there is little effort to beautify the courtyard, train trees, or to cultivate shrubs and flowers. Now and then one sees a flower bed in the compound or the remains of a rock garden with shrubs and a small pond. But there is little to suggest the Japanese skill in these matters.

789 824 rope was hung across the entrance of the family compound two times a year, on the 9th day of the 8th month, and on the 8th day of the 12th month. Along the rope, there were knotted blades of grass, also the san plant. The purpose is to frighten away evil spirits and evil doers. One peculiarity of this twisted rice rope is that 283 it is made in a different manner from the ordinary rope. The usual rope is a twist made by rolling the fibre between the palms to the right or away from the body. In this special rope, the roll is reversed and is to the left or toward the body. It is difficult for a person already skilled in the regular method. This villager told of going to two noro [193] priestesses in the village of Yabu who specialized in teaching this method of making ropes. The husband and the wife received instruction, paying about ¥40 for it because the wife believed in the efficacy of the practice. Each year at the proper times, the husband now makes the special rope himself.

787 791 184 Some fortune telling practices shade into religious beliefs, just as religious customs have also included soothsaying and divination. The noros and the Buddhist priests formerly practiced some fortune telling. There were no fortune tellers in any of the villages studied, but villagers occasionally consult them. Here, too, the patronage comes largely from the old and from the women. Younger people, if they know about them, regard these practices as superstitions unworthy of belief. The word meishin (superstition) is frequently heard among the young in describing customs and beliefs of the old. The sign of the fortune 791 teller (sanjinsō) is the Chinese character for three written three [212] times. These characters are said to signify the three states of existence, pre-natal, the present, and the afterlife, on all of which the fortune teller is well versed. Those in Hanashiro and Hinatogawa who wish to consult a fortune teller go to Itoman; those in Hatsuda go to Nago. The cost is usually from ¥40-50 a visit. Typical reasons for a consultation with a fortune teller are: (1) to find out if an ill person will become well, (2) among the fishermen, to find out if the fishermen will return when an unexpected storm has arisen, (3) to discover if a present unhappiness has been caused by the evil deed of an ancestor and if this can be corrected, and (4) to find out the lucky days for such undertakings as marriages, building a house, or beginning new phases of construction.

782 794 Old women may utter a prayer on seeing a child fall, fearing that the child's spirit might escape because of surprise or fright. (This was observed in Hinatogawa).

798 In Hatsuda, there were shelves for burning charcoal sticks in some of the numerous caves in the area. The nature of the worship could not be ascertained, but they may be offerings to deities of the cave.

514 796 782 778 Worship and prayers in the toilet seem to have completely disappeared. There were no personified toilet gods. The toilet apparently was the place in which thanks were given that a place for excrement had been provided. In all the villages, it was said to be an old belief which has now died out. There was no shelf or special place of worship in the toilet.

2:Maretzki & Maretzki E-5 (1954-1955) 1963 AC7 Okinawa AC7
Taira

TRAINING IN SKILLS

868 There are no complex systems of training in skills. Adults rely heavily on observation and imitation on the part of children; they seldom "teach" them to do things systematically. Parents were surprised and amused when questions such as "How do you teach children to transplant rice, harvest rice, or otherwise help in the fields?" were put to them. "We don't teach them; why they just learn by themselves," was the usual answer.

Children learn by observing and experimenting. Whatever adults are doing, children are present to watch their activities and overhear their conversations. Although parents do not seem to make any special [852] efforts to have a child attend a function so that he might learn adult ways, they take their children to the fields, parties, public meetings, and rituals long before they consider them ready to absorb any learning.

868 In the fields, children play among rows of vegetables. When a par-
857 ent, grandparent, or older sibling stops for a rest to have a cup of tea,
243 the little ones pick up a hoe and attempt to imitate their elders. While
[264] rice is being transplanted, throngs of children sit on the dikes in the paddies, dangling their legs in the mud. They intently watch adults transplanting and weeding the paddies. Gradually they edge down into the mud to stamp with their bare feet in the ooze as they have seen adults do, until a warning shout arrests their educational water play. During the harvest season, groups of children carry mats out to the paddies and watch infants who need to be near their mothers for their feedings. While the infants sleep, the older children walk along the dikes, watching the work that is going on and clamoring to be of some help. Even a little child of kindergarten age stands by gloomily until an adult laughingly hands him a small bundle of rice sheaves to carry over to the threshing machine. By the time the child is 8, he has learned enough by watching to attempt cutting and tying small bundles of rice sheaves.

868 After the harvest, rice straw can be found in great quantities around
283 the village. Some of the best straw is preserved to be made into rope.
[526] If there are rainy days, men will sit and twist the rice straw into rope, while 8- and 9-year-olds sit and watch. In a few days rope games and swings are in evidence everywhere. Little 4- and 5-year-olds stand by watching the older children, and soon they pick up stray bits of straw and twist them to no avail. A younger sibling whines as her move-

2:Maretzki & Maretzki E-5 (1954-1955) 1963 AC7 Okinawa AC7
Taira

ments fail to form rope. Her brother quietly takes the straw and without a word demonstrates the deft movement. She watches and tries again when her brother hands it back to her. She is unsuccessful. As she starts to whine again, her brother picks up a length of finished rope and gives it to her. She runs happily toward the playground, waving her rope in the air.

Although young children are not taken to the mountains, they can sit in the village afternoons and watch adults sawing, splitting, and working the bamboo rings used in tying faggots. Boys do not go into the mountains to cut firewood until they are about 10 years old, girls until they are 12, although they may have begged their parents for several years to let them help with cutting and hauling of firewood. But as long as they are still too young for mountain work, they try to use the cutting tools. Tools are left within reach of children so that opportunities for experimentation are almost unlimited. Only their size and weight deter the youngest children. A 2-year-old girl was seen imitating her mother by attempting to whittle off pieces of bamboo with a large 12-inch blade bushknife. A teen-age girl working nearby passed the little girl several times without saying anything. The little girl's father also worked nearby but, like everyone else, was too absorbed in his work to notice his daughter. Finally her mother looked up from where she worked, noticed the huge knife in the girl's hand, and saying in a loud, angry voice, "Why do you carry this, fool?" took the knife away.

Other small children pick up hoes and forks to try them in the yard or in the pigsty. Sickles and knives are used expertly by many 6-year-olds. Bandaged fingers and numerous little scars are evidences of learning and experimentation. Occasionally an adult will say to a 9- or 10-year-old, "Hold the sickle this way so you won't get hurt," but more often than not the child has already learned by himself. One 4½-year-old boy shinnied up the side of a feed box to get a sickle. There was no adult around to peel the long stalk of sugar cane he had been given, so, with expert strokes and handling of the razor-sharp tool, he shaved off the thick, hard skin. By the time his mother arrived on the scene, the child was busily chewing and sucking on a considerable length of the peeled cane. The mother was asked who had taught him to use the sickle, and she was at a loss for a reply. "I don't know! He must have watched us and learned by himself by trying it out!" she said.

Little girls watch their mothers cooking and doing other household work. By watching and asking questions they learn how to light a fire and when to extinguish it to cook a perfect pot of rice. They

war level. This is due to several factors. The local prices for reed products are said to be too low, and access to Japanese markets is difficult today due to the separation of Okinawa and Japan. Since the war local food shortages and changed tastes and diet have influenced change to greater rice production. Many houses in Kanegusuku lost their mat-weaving looms during the war, depriving them of this means of support. In addition, there is some feeling that it is too time-consuming and the young girls do not like it. 286 433 178

One tsubo produces about two bundles of reed, which is worth about ¥10 a bundle when dried. Usually the reed is not sold, but is made by the producer's family into mats. Two bundles of reeds make one 'goza' mat, which sells for ¥65-100 in Naha. One person can make about two of these mats in one day. However, in almost all families this is part-time work, the woman of the house weaving in her spare time. One family in the village fortunate enough to own two looms employs two village girls full time as long as a supply of reeds is available. 286 433 [435] [464]

The covering for the 'tatami' mat is called 'tatami omote'. An individual can make about six of these per day. They are faster-made than 'goza' because the ends do not have to be tied off and bordered. These sell for about ¥45 in Naha, which place people prefer to Itoman as a market for their reed products. However, rice straw to be used in the base of 'tatami' is sold in Itoman because the cost of transporting the bulky straw to Naha would be prohibitive---it is sold for only ¥1 or ¥2 per bundle. The Agricultural Cooperative is trying to arrange for the sale of 'tatami omote' in Kagoshima where ¥85 per mat can be obtained. The first such postwar collection and sale was made early in 1954. 286 433 435

Prewar Home Industry in Yamada Before the war people in Yamada made much of their own clothing, and were self-sufficient in most of the tools they used. Most of the clothing was made by the women of the village themselves. Most women wove, and many wove constantly when not in the fields. Many had their own looms, but those who did not borrowed looms from their neighbors. 294 [286]

The usual summer garment was a kimono of banana-fiber cloth and the usual winter garment one of cotton. The former was made wholly at home, from the tree to the finished garment. For the cotton kimono the threads were purchased, usually at Kadena, already dyed, and the cloth woven at home. [291]

Several families had silkworms. They got the eggs from Japan and fed the worms on mulberry leaves they grew in their yards. These women spun and wove at home but they sometimes had professional dyers at Kadena or Naha dye the threads for them. Silk garments, like store-bought garments, were only for grand occasions. 231 283 292

Before the war some Yamada women made "panama" hats in their homes as piecework for a hat company. The company furnished the materials and bought the finished product. This was one of the few sources of cash available outside the sugar crop. Baskets, carrying bags, and raincapes made of 294 [434]